This could be the **Curriculum Connections** part of our **Learning Wall**.

At each side is a list of the overall expectations of the courses.

In the centre are samples and examples of the tasks we do in the sessions that have connections to the Gr. 9-12 Math curriculum. For example:

* from Session 1, some Notice/Wonder sheets
* from Session 1, one of the chart paper samples from the List/Group/Label task
* from Session 2, some of the fraction representations with sample curriculum questions
* from Session 2, some of the predictions of misconceptions of fractions meanings for the 5 sample q.
* from Session 4A, some area models for multiplying fractions/algebraic expressions
* from Session 4B, some of the chart paper samples from the descriptive feedback task for the 5 sample q.
* from Session 6, some of the number line samples

Each sample in the centre can be colour coded to the various meanings of fractions, with the legend at the bottom, along with Shelley’s 1-pager on fraction meanings.

Arrows can link the various samples to the relevant courses.

**Curriculum Connections**

Gr. 11 Coll.

Q

Gr. 9 Aca

Q

Q

Gr. 12 Coll.

Gr. 9 App

Q

Q

Q

Gr. 9 Loc.Dev.

Gr. 12 Coll Tech.

Q

Q

Gr. 12 Data

Gr. 10 Aca

etc.

Gr. 12 Adv. Fcn.

These questions/tasks etc. can be colour coded to fraction meanings.

And arrows can link them to relevant courses.

Gr. 10 App

Gr. 12 Calc.

Gr. 10

Loc. Dev.

Legend for fraction meanings, i.e. colour codes + Shelley’s 1-pager

Gr. 11 Work.

Gr. 11 U/C

Gr. 12 Work.

Gr. 11 U

The rest of our **Learning Wall** may just come down to 5 other parts: **Key Learnings**, **Success Criteria (or How Will I Know I’ve Learned?)**, **Samples of Participants’ Work**, **Instructional Strategies Used**, and **Lingering Wonderings**. And these sections do not have to be on one wall, or these shapes or sizes.

I looked at what each of us had suggested as features of a learning wall for camp, as well as the sample on the wiki, and I think we can accommodate pretty much all of those features using our Curriculum Connection section and the sections below.

**Success Criteria**

**(How Will I Know I’ve Learned?)**

We could list checks for understanding and statements of self assessment.

**We Are Learning To…**

**(Anchor charts, student work)**

We could illustrate the key learnings and the success criteria with sample products from the participants, exit cards, and other items we used for assessment along the way.

For example:

* from Session 2, summary of gap closing materials with tips for secondary teachers
* from Session 3, TIPS lesson with suggested accommodations for L.D.
* from Session 3, sample foldables
* from Session 4A, frayer model for active listening and questioning
* from Session 4A, sets of questions stems for active listening and questioning
* from session 5, some sample ideas for features of learning walls
* from session 5, same sample ideas about Assessment of Learning portfolios
* from session 6, match-up cards with summary of group thinking

**Key Learnings**

We could list the key learnings or learning goals from each session in simple, concise language; this could include sample task sheets.

**Lingering Wonderings….**

This is Robin’s phrase. Here participants can list things they still wonder about in relation to what we do during the week, or things they may wish to pursue back in school.

**Instructional Strategies**

Here we can just list as we go the various instructional strategies we use throughout the week.